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THE TEACHING OF ECONOMICS IN THE UNITED STATES^{*}

I. INTRODUCTION

At the 1909 conference on the teaching of elementary economics, a committee of three was appointed "to undertake a comprehensive statistical investigation of the present status of the teaching of economics in the United States." The discussion at the time the committee was appointed showed that the conference hoped this committee not only would secure a comprehensive view of the methods now in use in the teaching of the elementary course, but also would throw some light upon the extent to which the entire subject of economics is taught in this country; upon the extent to which economics has become a required subject in the modern college curriculum; and particularly upon the extent to which the presentation of this subject secures financial support, student registrations, etc. The committee has made an attempt to carry out the wishes of the conference and it now submits a report—although it recognizes it to be tentative and subject to corrections.

The difficulties under which the committee has been forced to labor have been neither few nor insignificant. To begin with, it was impossible to frame a comprehensive questionnaire which would meet the varying conditions of the many colleges which teach economics. The committee sought to get a questionnaire which would cover as many cases as possible by sending out proof sheets and securing the advice of over a score of instructors before a final form was adopted. Nevertheless, in filling out the questionnaire finally adopted, several instructors were forced to report that it fitted conditions at their institutions so poorly that it was difficult to give replies of much value.

The attempt to secure data which would make possible comparisons with other departments in the matter of student registrations, number of instructors, financial support, etc., was a particularly difficult undertaking. As stated above, it was impos-

^{*} A paper presented at the Second Conference on the Teaching of Economics, held at the University of Chicago, 1911.

sible to frame the questions so that they would meet the conditions of every institution. Further, the data desired are not kept by many institutions and even where kept, they are kept in such a form as to put a considerable burden upon the person who attempts to fill out the questionnaire. The outcome is as the committee feared it would be. The number of institutions which filled out this part of the blank is so small as not to justify the presentation of the data.

A third difficulty arose from the fact that it was not always easy to induce institutions to divulge their information. Some apparently doubted the wisdom of making the data public, others were discouraged by the rather formidable (and, under the conditions of particular institutions, rather impossible) questionnaire, others were negligent. The committee can only say that it sent its questionnaires to every institution of college rank of which it could secure the name and address, and also requested catalogues from all these institutions—and this not once or twice but, in scores of cases, three or four times. The committee has made more than ordinary effort and its returns are probably as full and accurate as could reasonably be expected.

The difficulties above mentioned might have been overcome more effectually had the committee had at its disposal unlimited funds and clerical help. Situated as it was, the committee soon reached the limit of its resources and was forced to be quiescent, if not content, when it had carried the investigation to its present status. The present inquiry has covered but a small section of the field. At least four important topics have been omitted: (1) economics in the secondary schools, (2) the work of the colleges of commerce, (3) graduate work and the requirements for the doctorate, (4) the history of the teaching of economics in the United States. The committee would recommend that it be continued, or that a new committee be appointed, to consider these topics.

II. A GENERAL STATEMENT OF THE WORK IN ECONOMICS IN THE UNITED STATES

The first table to be presented is the general statement of the work in economics in the United States at the present time. The

TABLE I
TABLE SHOWING DISTRIBUTION OF WORK IN ECONOMICS BY STATES, GEOGRAPHICAL DIVISIONS, AND SUBJECTS

	Elementary Course	Problems	Total Elementary Course and Problems	Advanced Theory	History of Economic Thought	Economic History	Labor	Social Reform	Statistics	Money, Banking, Credit	Taxation, Finance, Financ. History	Tariffs	Transportation	Economics of Agriculture	Resources	Trusts, Corporation Finance, etc.	Accounting	Various Business Courses	Miscellaneous	Grand Total
NORTH ATLANTIC DIV.—																				
Maine.....	330	180	510	78	54	36	108	54	...	90	54	...	...	...	54	...	...	...	54	906
N. Hampshire	162	...	162	54	54	108	108	...	72	54	54	54	...	...	144	162	180	144	...	1,428
Vermont.....	198	54	252	...	...	216	...	...	54	54	54	...	90	...	...	54	216	54	...	990
Massachusetts	1,008	342	1,350	468	360	1,026	324	378	216	522	414	...	216	36	288	342	378	1,836	144	8,298
Rhode Island	...	72	72	...	36	108	36	36	...	72	108	36	...	...	108	36	...	...	108	792
Connecticut...	288	72	360	180	126	360	288	126	...	168	288	78	126	...	54	96	36	324	234	2,844
New York....	1,754	582	1,336	216	288	474	324	348	270	474	534	180	222	...	96	330	486	810	288	7,676
New Jersey..	234	72	306	...	162	108	54	54	54	54	90	...	108	...	...	54	...	...	18	1,116
Pennsylvania	1,794	474	2,268	288	186	414	360	144	216	462	486	96	630	108	414	276	792	1,932	216	9,288
Total.....	5,804	1,848	7,652	1,230	1,266	2,850	1,494	1,140	828	1,950	2,082	444	1,446	144	1,158	1,350	2,088	5,154	1,062	33,338
SOUTH ATLANTIC DIV.—																				
Delaware.....	54	...	54	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	54
Maryland....	578	252	830	72	...	54	72	...	54	54	162	...	...	...	72	36	...	...	...	1,406
D. Columbia.	282	54	336	36	...	54	36	36	36	36	108	36	144	...	54	72	54	162	...	1,164
Virginia.....	738	...	738	...	...	180	36	108	90	108	180	36	36	...	36	36	...	108	60	1,692
W. Virginia..	222	...	222	60	96	...	60	...	...	156	60	36	96	...	60	96	460	276	...	1,738
N. Carolina..	810	144	954	...	108	...	36	...	...	162	126	...	90	...	...	54	...	...	...	1,530
S. Carolina...	657	54	711	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	711
Georgia.....	798	36	834	36	54	108	...	...	...	54	54	...	...	...	...	54	...	...	...	1,194
Florida.....	246	108	354	30	54	...	...	54	...	84	54	54	30	...	...	...	...	...	...	714
Total.....	4,385	648	5,033	234	312	396	240	198	180	654	744	126	396	...	222	348	514	546	60	10,203
NORTH CENTRAL DIV.—																				
Ohio.....	2,112	588	2,700	486	54	756	384	276	...	522	516	...	378	...	270	354	180	456	432	2,764
Indiana.....	666	360	1,026	240	72	192	96	72	...	306	294	...	150	...	96	96	72	72	84	2,868
Illinois.....	1,978	342	2,320	420	192	672	444	150	120	752	612	60	774	120	612	414	588	1,542	120	9,892

Michigan.....	570	204	774	288	36	168	162	36	90	216	222	...	450	...	108	36	126	270	306	36	3,210
Wisconsin.....	576	216	792	126	36	126	162	90	108	216	324	...	144	108	108	36	108	252	378	270	3,240
Minnesota.....	510	204	714	54	36	162	108	102	36	198	108	36	144	90	162	90	90	216	702	234	3,360
Iowa.....	1,476	462	1,938	102	108	492	132	18	36	390	450	90	270	...	180	138	216	234	216	36	5,100
Missouri.....	1,170	173	1,343	108	54	150	90	126	78	246	162	54	81	72	...	129	54	36	108	...	2,819
N. Dakota.....	126	108	234	72	...	72	108	72	...	108	72	36	36	36	72	108	36	36	36	...	1,134
S. Dakota.....	396	...	396	54	...	144	198	126	...	288	180	72	126	...	252	342	108	576	...	...	2,898
Nebraska.....	480	192	672	126	36	216	54	36	54	234	198	54	90	102	108	108	396	36	180	...	2,598
Kansas.....	786	...	786	108	...	216	150	...	36	168	108	...	90	...	90	90	36	114	...	...	2,154
Total.....	10,846	2,849	13,695	2,274	624	3,366	2,088	1,104	558	3,624	3,396	402	2,733	528	1,986	2,103	2,424	4,488	1,680	...	47,133
SOUTH CENTRAL DIVISION—																					
Kentucky.....	432	36	468	...	...	108	...	...	...	...	36	...	...	...	...	...	...	...	...	...	612
Tennessee.....	912	27	939	108	...	174	94	...	...	237	183	54	36	...	36	84	...	...	...	27	1,972
Alabama.....	216	...	216	...	...	...	...	...	...	54	...	...	...	...	...	...	...	...	...	...	270
Mississippi ..	351	...	351	90	...	126	...	...	...	...	36	...	...	...	...	...	...	...	...	...	603
Louisiana.....	252	54	306	...	...	...	...	108	...	162	162	...	...	...	108	54	270	162	...	...	1,386
Texas.....	652	108	760	...	60	108	24	...	...	60	132	...	36	...	...	24	...	...	...	...	1,204
Oklahoma....	246	...	246	54	54	72	54	...	36	54	54	...	54	48	90	102	...	108	...	...	1,026
Indian Ter. .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arkansas....	288	144	432	...	...	54	72	54	...	108	108	...	54	...	...	...	...	162	...	...	1,098
Total.....	3,349	369	3,718	252	114	642	244	162	36	675	711	54	234	48	234	318	270	432	27	...	8,171
WESTERN DIV—																					
Montana....	54	72	126	...	...	54	...	36	...	36	36	...	...	...	...	...	...	72	72	...	432
Wyoming....	54	...	54	...	...	54	...	...	...	54	36	...	36	...	...	...	...	...	...	...	234
Colorado....	253	90	348	102	60	192	72	126	...	126	186	72	126	...	60	90	...	60	36	...	1,656
New Mexico .	120	...	120	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	120
Arizona....	108	...	108	...	...	54	54	...	...	54	198	...	36	...	108	36	216	360	...	...	342
Utah.....	270	...	270	...	...	72	36	36	...	144	108	...	90	...	...	...	...	...	...	...	1,566
Nevada.....	108	...	108	...	...	...	...	...	...	...	108	...	...	...	...	...	...	...	...	...	216
Idaho.....	36	...	36	...	36	...	...	...	...	...	36	...	...	...	...	...	...	...	...	...	108
Washington..	414	126	540	126	...	228	192	...	...	228	282	36	186	78	126	204	54	480	36	...	2,796
Oregon.....	636	126	762	72	36	108	...	...	...	72	72	...	...	...	36	36	...	24	...	...	1,218
California....	700	54	814	270	198	216	360	378	234	504	522	...	234	...	270	324	126	810	234	...	5,494
Total.....	2,818	468	3,286	570	330	978	714	576	234	1,218	1,476	108	708	78	600	726	396	1,806	378	...	14,182
Grand Total ...	27,202	6,182	33,384	4,560	2,646	8,232	4,780	3,240	1,836	8,121	8,409	1,134	5,517	798	4,200	4,845	5,692	12,426	3,207	...	113,027

data were compiled from the catalogues of the institutions,¹ and from the answers in the questionnaire.²

In the table in the Appendix the number of hours given to economics was computed from the catalogues. This is equivalent to saying that these data cannot be used as any trustworthy basis of comparisons of institutions. Some institutions announce only the work which will actually be given that year; others announce the work which will be given through a series of years, taking pains to designate the courses which will be omitted in each particular year; others announce the work which will be given through a series of years without designating the courses which are to be in alternation; a very few announce courses which they can have no reasonable expectation of ever giving. There were two or three cases where the catalogue announced scores of hours of work in economics while the questionnaire returned from that institution reported that little or no work was actually given. Fortunately, these are few, and most, if not all, of them have been eliminated from the table.

Under the circumstances it seemed best to treat the matter as an inquiry into the amount of economics which, according to the catalogues, seems to be available in the various institutions. In the table in the Appendix the second column gives the total number of hours of work in economics listed. Where there is evidence of a rotation of courses, some being omitted each year, the figures are printed in italics. While this results in a greater number of hours in many of these institutions than is actually given in any one year, the total for the country at large is probably not unduly swelled, as there are undoubtedly institutions offering work in economics whose names do not appear in this list. Again, while seminar and other graduate work were generally counted in compiling this table, there are a few institutions where some of this advanced work is given under such conditions as not to enable the committee to reduce it to "hours." When it is further pointed out that subjects which are repeated in a given year are counted but once, it becomes reasonably clear that the total number of hours given to economics is not exaggerated in this table. It has already been shown that

¹ These catalogues are in most cases those for the year 1910-11.

² The data in the questionnaires are usually for the year 1909-10

the table is not intended to serve as a basis of comparison of institutions.

In computing the number of hours of instruction it was necessary to resort to certain arbitrary standards. In all cases a year is assumed to represent 36 weeks of instruction, a semester 18 weeks, and a term or quarter 12 weeks. If a course is announced with a varying number of hours, the maximum number is taken (e.g., a course meeting Monday, Wednesday, and at the pleasure of the instructor, Friday, would be counted as a three-hour course), since it may fairly be assumed that if the class does not actually meet the "optional" day, other and equivalent work will be assigned. If a certain course, say the elementary course, is given more than once a year, or if it is given in several sections, it is counted but once. For example, at the University of Chicago, the elementary course is given twice a year (five hours a week for two quarters) and is given in seven sections. Nevertheless, it is credited with only 120 (5 times 24 weeks) hours, and not with 840 hours. In the case of some institutions the committee was forced to make estimates, notably in the case of those where the advanced courses have "hours to be arranged with the student," and also in the case of seminar work. In such cases, the course is credited with the number of hours which seemed to be typical for the other courses. Of course the question "What courses are economics courses?" was not easy to answer, particularly as catalogue descriptions, to put it mildly, are often Delphic. An attempt was made to include, courses which dealt with the economic side of resources, agriculture, etc., and to exclude those which were predominantly technical or legal. So-called commerce courses are included, but the elementary forms, such as stenography, bookkeeping, etc., are excluded. The chances are that very few institutions will feel that they are properly represented in this tabulation, and the committee can only plead that it has already been sufficiently punished in trying to decipher the catalogues.

Taking the compilation of catalogue data for what it may be worth, considerable interest attaches to the geographical distribution of work in economics. Since the committee has returns from 392 institutions it feels that its data represent the actual situation

reasonably well and accordingly the material is presented in tabular form (see Table I).

Certain matters are brought out fairly distinctly by Table I. In the first place as far as mere quantity is concerned, this relatively new subject, economics, with its 113,027 hours of instruction, has a showing little short of remarkable. Secondly, the way in which this total is distributed is equally striking. The North Central Division leads with 47,133 hours, or 41.7 per cent of the total; the North Atlantic Division follows with 33,338 hours or 29.5 per cent of the total, and then far behind come the Western Division with 14,182 hours or 12.6 per cent of the total, the South Atlantic Division with 10,203 hours or 9 per cent of the total, and the South Central Division with 8,171 hours or 7.2 per cent of the total. Again, the relative importance of the elementary work is significant. Under the heading elementary work should be included the courses in economic problems since what is called the elementary course at one institution is likely to correspond to the elementary course plus the course in economic problems at another institution, the number of cases where the course in economic problems represents very advanced work not being sufficiently great to seriously affect results. Interpreting thus the elementary work its relative significance is as follows:³

Division	Total Hours	Hours of Elementary Work	Percentage of Elementary to Total
North Central.....	47,133	13,695	29.1
North Atlantic.....	33,338	7,652	23.0
Western.....	14,182	3,286	23.2
South Atlantic.....	10,203	5,033	49.3
South Central.....	8,171	3,718	45.5
Total.....	113,027	33,384	29.5

Returning now to the consideration of the table constituting the Appendix, the data in columns 3 to 9 inclusive were computed from the questionnaires, 278 institutions out of the 392 represented

³ It is to be remembered that these "hours" are computed on the basis of "courses available for students." Since the elementary work is given in several sections in many instances, its relative significance would be still greater if the basis were "hours spent by the instructing staff."

in the table having filed their answers with the committee. The data of these columns may be summed up briefly.

1. The number of students who take the elementary course in the principles each year probably exceeds 18,400. The institutions definitely reporting on this item report 15,647 in this course. The table has 139 institutions which did not report on this matter. If these are assigned an average of 20 each, we obtain 2,780 for these 139 institutions or 18,427 for the 392 institutions in the table in the Appendix. Since it is fairly certain that this is not a complete list of the institutions teaching economics, 18,400 should be regarded as a safe estimate.

2. There is a very strongly marked tendency to exclude Freshmen from the course in the principles of economics. The figure (1), indicating the Freshman year, does not appear with great frequency in column 4. Even where it does so appear, it is to be remembered that the question asked was, "At what point in his curriculum is the student admitted to *courses in economics*?" and some institutions have descriptive courses which precede the course in the principles. This tendency to exclude Freshmen, to insist that a certain degree of maturity is essential before work in the principles is undertaken, is a little curious in view of the fact that work in the principles is growing in favor as a secondary-school subject. Does it not seem probable that the real question at issue is whether the subject shall be taught abstractly or concretely? With the secondary schools taking up this work successfully, can we be positive that the colleges have reached a final solution of the matter?

3. Closely related to the preceding topic is the question of courses advised or required for admission to the course in the principles. Beyond question, an "advised" course signifies little, so far as the organization of the work in the principles is concerned, since in actual practice the latter work would need to be adjusted to those who saw fit to disregard the advice. For those students who are drawn to the suggestion there is doubtless some individual gain. Certain it is that nearly 100 institutions (out of 278) reported that such an admission course is "advised." The most popular subject for this purpose is history with a very wide range of choice with reference to the particular brand, whether "economic,"

"industrial," "modern," "European," "American," "English" or some other variety. Commercial geography, resources, and civics are also advised and even psychology, biology, and mathematics are cited. One is forced to the conclusion that there is little or no real plan in all this. It seems to be mainly a gentle manifestation of reaction against unguided freedom in election of studies.

When a course is positively required for admission to the principles, the matter becomes more serious; and, of the 278, about 50 report this to be the case, history again being the subject generally selected, though there are a few cases where the prerequisite is a course in descriptive economics. Of course, since students are characteristically not admitted to the principles until their second year or later, and since the work of the first year in college is characteristically required work, it follows that in most colleges there are "prerequisites" of a sort. Indeed there is reason to believe that some of the 50 above mentioned referred to this kind of a "prerequisite."

4. Among the colleges which give any considerable amount of economics there is pretty general agreement that the course in the principles should be regarded as a prerequisite for admission to most of the other work of the department.

5. Considering the youth of the subject, economics is required for graduation in quite a large proportion of the institutions reporting. The table must be interpreted in this matter, however. The answer "yes" does not necessarily mean that it is required of *all* candidates for graduation. It may be required in only one of two or three or more curricula. Even so, the table shows abundantly that economics has fought its way to substantial recognition as a subject of fundamental importance.

6. Economics is not, however, taught everywhere by highly trained specialists. This is a matter of general observation and is also a matter clearly indicated by the answers in column 9. In the smaller colleges it is doubtless inevitable that a man must teach in several divisions of knowledge, but one gets the impression, whether well founded or not, that economics is particularly likely to be "tacked on" to the "regular work" of other departments. Considering the important position the subject has gained in college

curricula, this probably means merely that the demand for highly trained men has exceeded the supply. This can and will be remedied in time. Meanwhile constant pressure for higher standards must be exerted. The case is not discouraging. Even today, in the majority of cases reported, economics is taught in combination with another or others of the social sciences, more frequently with history than with any other. Sociology, political science, and philosophy follow in order and then come in several—too many—instances of our subject being taught in conjunction with biology, public speaking, mathematics, Bible, and so on, up and down the list.

III. THE TEACHING OF THE ELEMENTARY COURSE

1. *In institutions where there is but one section.*—In considering the elementary course in the principles of economics, two classes of institutions may be distinguished, those where the work is conducted in but one section and those where two or more sections are used. In the case of the former, the presence of but one section may be due either to a small registration in this course, or in a few cases where the registration is fairly large, to the belief on the part of a limited teaching staff that time must be found for other work even if the elementary course is sacrificed in so doing.

Of the institutions with but one section in this work, 188 returned sufficiently full answers to the questionnaire to justify a tabulation of results. Of the 188, 183 make use of a textbook and 158 use collateral readings. In most cases these collateral readings are used to supply the students with descriptive and illustrative material and the opinion seems to be quite common that most students entering the course are not sufficiently versed in the facts of the industrial world. In 147, at least some use of the lecture method is made, but it is quite clear that a strong tendency exists to give the lecture a subordinate part, such expression as "some," "informal," "supplementary," "to a limited extent," "occasional," "used for parts of the work," "for review and special topics," "seldom is an entire hour given up to a lecture," and "I have almost abandoned the lecture method," occurring frequently.

Reading notes are required in 74 cases and lecture notes in 66. Several others report that while such notes are not required they

are "urged," or "recommended," or "quite essential," or that the system of examination is particularly designed to cause the reading and the taking of lectures to be carefully done. Only 41 report that what may be called "laboratory work," such as visits to industrial plants, etc., is conducted. Quite a few, however, regretted that their location is such that this kind of work is not possible. Problems to be worked up outside of class form a teaching device that is fairly popular, 148 out of the 188 reporting that it is used. In many cases these problems seem to be what are called "term papers" or "theses." Mainly, however, they seem to be relatively short problems, assigned once or twice a week, as a means of giving the student opportunity to take deliberate thought upon some part of the regular work of the class. With such a large number using the problem method to a greater or less extent it is somewhat surprising to find only 21 making use of any syllabus—and even where the syllabus is used it is not often a collection of problems, but apparently merely a sort of outline of the course.

The use of the oral quiz, based for the most part on the textbook, is found in 171 of these 188 institutions, and the class discussion of problems in 167. If one is to judge from the general drift of the replies these are the methods which are most used and with whose results the instructors are best pleased. Typical answers are: "principal reliance is on the text," "the Socratic method is the best," "informal discussion of problems is most prominent," "discussion of the text forms 75 per cent of the work." In view of such answers it is somewhat unexpected to find that short written exercises are not very popular, the 5-, 10-, or 15-minute quiz being used in only 60 of the 188 places. On the other hand the hour examination is used by 155. One is led to wonder whether instructors are not using the written work mainly as a means of grading. It seems doubtful, in view of the small number who use the short written quiz, whether we have fully realized the educational merits of this device as a supplement to the oral discussion.

The way in which the papers, of all kinds, handed in by the students are treated, is gratifying. One hundred and sixty-seven report that the papers are graded, in 156 cases by the instructor himself, and in 11 cases by a reader. The papers are commented

upon, sometimes in class, by 128 and are returned to the student by 134. Upon the whole this is careful treatment of papers and makes it the more to be regretted that there are not more short quizzes to be handled in such a satisfactory manner.

Obviously, the problems of instruction are more serious and complicated when the class is fairly large. Accordingly it has been thought best to present a detailed statement (see Table II) of the methods of those one-section institutions, whose classes in the elementary number 40 or more. It will be remembered that these institutions are included in the group of 188 analyzed above. The table is accordingly presented without comment save to indicate that the plus sign is used to represent "yes" and the minus sign is used to represent "no."

2. *In institutions where there are two or more sections.*—It is in the institutions where the registrations are sufficiently numerous to cause two or more sections to be formed that the teaching problems are most serious. Most of these institutions returned questionnaires and most of the questionnaires returned were answered with reasonable fulness. In the 64 institutions reporting, a textbook is used in every case, collateral reading in all but 10, the lecture method in all but 7, the oral quiz in all but 2, discussion of problems in all but 10, hour examinations in all but 8. With these, as with the institutions having but one section, the shorter written quiz is not so popular, nor are visits to industrial plants. The papers seem to be handled in an efficient manner and a considerable use is made of syllabi, 18 answering "yes" to that question—a much larger proportion of the total than was true of the institutions having but one section. Table III presents the full data of these institutions having more than one section.⁴ The plus sign indicates an affirmative answer, the minus sign a negative.

⁴Seventeen of these institutions have sections of 40 or more students. Of the institutions having but one section there were 28 with sections of 40 or more. In view of the fact that discussion methods, use of problems and the oral quiz, etc., seem to be considered the methods which are of most value in this work it would seem that a strong argument could be made in these institutions for greater support in the matter of teaching staff. The relatively small use of the written quiz is probably an argument of the same kind.

IV. CONCLUSION

In the foregoing pages the committee has tried to present such material as lent itself to even a crude statistical analysis. Faulty and inadequate as that material is it nevertheless gives a general view of the present status of the teaching of economics in the United States. There are, however, some further points, not susceptible of any statistical analysis, which the committee desires to present in conclusion.

Unmistakably there exists today a widespread dissatisfaction with the way in which the subject is presented, a dissatisfaction which is even stronger among the teachers than among the taught. In part this is due to the fact that we do not yet know what to teach, do not yet know what the facts and principles really are. For this no remedy save that of productive scholarship can suffice. In part, however, the current dissatisfaction is due to other causes. In a time when old social values are being discredited, or at least seriously questioned, it is inevitable that the drift should be away (often too far away) from what seems dogmatic and doctrinaire and toward that which promises to make students problem-solvers with independent habits of thought. More than ever before, instructors are experimenting with inductive methods of various kinds from the use of newspapers as collateral readings to the preparation of case readings and collections of problems. More and more it is felt that students must above all go out with a *method* rather than with formulae which may fit but ill the rapidly changing phenomena they must face. In this movement there are dangers. Properly guided, however, to the goal of making students problem-solvers and not mere problem-staters this movement has much of hope both for the science and for the teaching of the science.

In this new educational movement another step must be taken—that of educating college authorities to the real nature of work in the social sciences. We are asked to interpret the life around us, asked to interpret it out of books which are antiquated before their ink is dry. We must demand greater opportunity to study our phenomena at first hand. No laboratory can be “bought” for the social scientist, but we can change our attitude toward his needs. Why should it be unheard of for a social scientist to have leave of

absence on full pay to do laboratory work? Why should it be unreasonable for him to have as ample allowance for his laboratory as does the physical scientist? Research professorships are good as far as they go, but *every* social scientist should have some opportunity to study society at first hand and he should not be expected to do this out of his meager salary. The precise method which should be used is not in question here. That would probably vary according to circumstances, but laboratory work of some kind is the right of every social scientist, and if the colleges are really seeking to serve society it is their duty to face the question of ways and means. Scientific diagnosis of present social ills is not less pressing than scientific classification of paleolithic fossils.

The question may fairly be raised whether our graduate schools are doing their full duty by the teaching of our subject. Granted for all time that one must, first of all, know his subject, that he must have something to teach before he can learn to teach it; but with this granted, indications are not lacking that it would do no harm to call the attention of the graduate student to the fact that he is likely to teach. College presidents complain that our Doctors try to use research methods on Freshmen, the analysis of the geographical distribution of the work in economics hints that our Doctors may be teaching what they were taught with but incidental reference to the needs of their community, and college catalogues stammer out the same message. Dozens of our Doctors, occupying benches rather than chairs in the small colleges, have built in their work new little air-tight compartments for the social sciences to parallel the structure they thought they saw in the great university. Unless catalogues falsify, and we know that they do not, the same man may teach civics one term, elementary economics another, economic history another, and sociology another. So far as the committee could determine from the catalogues no one has made the startling discovery that these are all dealing with the same thing. Have our specialized graduate departments enabled their Doctors to do their full duty by the students? Have they seen the relation of our subject to the other social sciences?

However, much of this is disputed ground. Grant that the

air-tight compartments should exist even in the small college. What do our graduate departments do to enable their product to teach, even in a specialized field? To say that this is not the business of a graduate department is one answer. Whose business is it? Our departments of education are not yet working on this problem of college teaching, at least not in economics, and there are not many things which one can read upon the subject. So far as the committee knows there is but one graduate institution which, as a policy, makes it possible for an able prospective Doctor to give a course, under supervision, in the general field of his thesis and thus receive criticism and suggestions on his methods of teaching. Even this institution carries out its policy but poorly. This particular device is not the only possible one by any manner of means. Is *something* of the kind not worth doing?

Sequence courses in our subject are almost unknown. True, the elementary course is generally a prerequisite to the other courses but, in the undergraduate work at least, little more in the way of sequence exists. To this committee, this also seems to be evidence that we are teaching what we have been taught. In our graduate work we take a wide range of specialized courses. We go to the small college and repeat them. We seldom or never attempt to reorganize the material into sequence courses. Different persons would have different solutions and sequences, but take as an illustration a small college where a student may select, in any order he chooses, a course in trusts, one in corporation finance, one in railroads, one in accounting, and one in relation of the state to industry, five courses in all. Is not it reasonable to suppose that an orderly sequence of even three courses would cover the ground quite as well, to say nothing of giving the student progressive discipline and training?

The opportunity of the economist is staggering. Already his work is required in scores of institutions; he reaches more than 18,400 students directly every year in his elementary work and the number of students available for his work is not far short of the number of college students in the country since economics is taught in perhaps three-fourths of our institutions of college rank; new chairs are created every year; the secondary schools

await but a teachable presentation of the subject; governmental bureaus demand his services; society is beginning to realize that even on questions of moral right the analysis of the economist is apt to be fundamental; old social values are crumbling and of all men the economist may, if he will, say much in determining the new values. The teacher's work is not the only work. It is, however, vastly significant. Let us do it well.

L. C. MARSHALL, *The University of Chicago*

R. C. CHAPIN, *Beloit College*

F. R. FAIRCHILD, *Yale University*

APPENDIX

TABLE OF DATA FROM 392 INSTITUTIONS PRESENTING WORK IN ECONOMICS*

	Number of Hours In- struction in the Principles	Total Number of Hours Instruction in Economics	Number of Students in the Elementary Course	Year in Which Ad- mitted to Economics Courses	Are There Any Pre- requisites for Admis- sion to the Principles?	Are Any Courses <i>Advised</i> for Admission to the Principles?	Is the Elementary Course Required for Admission to the Other Courses?	Is Economics Required for Graduation?	Does Economics Take the Full Time of at Least One Man?
ALABAMA—									
Southern University.....	...	...	30	2	Yes	No	Yes	Yes	No
*Spring Hill College.....	72	72	...	..	...	...	...	...	...
*Talladega College.....	90	90	7	3	No	No	No	No	No
Univ. of Alabama.....	54	108	...	4	No	No	Yes	No	No
ARIZONA—									
Univ. of Arizona.....	108	342	26	2	No	Yes	Yes	No	No
ARKANSAS—									
*Arkansas College.....	72	72	...	..	...	...	...	...	...
Hendrix College.....	36	108	15	3	No	No	Yes	No	No
Ouachita College.....	72	180	23	3	No	Yes	Yes	Yes	No
Univ. of Arkansas.....	108	738	100	2	Yes	No	...	Yes	...
CALIFORNIA—									
Leland Stanford Junior Univ.....	108	1,386	306	1	No	No	Yes	No	Yes
Mills College.....	54	162	15	2	No	Yes	Yes	No	No
Occidental College.....	54	270	...	..	...	...	...	...	...
Pomona College.....	72	468	59	3	No	Yes	Yes	Yes	...
St. Ignatius College.....	40	?	21	3	No	No	...	No	No
Santa Clara College.....	108	144	...	..	...	...	...	...	...
Univ. of Cal.....	162	2,538	120	1	Yes	No	Yes	Yes	Yes
*Univ. of Redlands.....	54	54	...	3	No	Yes	...	Yes	No
Univ. of Southern Cal.....	108	432	120	1	No	No	Yes	No	No
COLORADO—									
Colorado College.....	36	594	92	2	No	...	Yes	Yes	Yes
Univ. of Colorado.....	54	450	75	1	No	No	Yes	No	Yes
Univ. of Denver.....	60	504	100	2	No	No	Yes	Yes	Yes
Westminster Univ.....	108	?	3	4	No	No	No	Yes	No
CONNECTICUT—									
Trinity College.....	108	432	49	2	No	No	Yes	No	Yes
Wesleyan Univ.....	72	432	75	2	No	Yes	Yes	No	Yes
Yale Univ.....	108	1,980	307	2	No	No	Yes	No	Yes
DELAWARE—									
*Delaware College.....	54	54	...	3	No	No	...	Yes	No

* In this table the symbol (*) indicates that the elementary course is the only one given. The symbol (†) indicates that the elementary course and a course in problems are the only ones given. Where italics are used in the second column it indicates that there is evidence of a rotation of courses in that institution so that the number of hours given *any one year* is probably below the number here stated. On the other hand there are a few cases where there is an understatement in the second column; for example, this is probably true of the University of Illinois, where some of the graduate work is announced in such a way as not to be readily reducible to "hours." As explained in the text of the report the number of "hours" in a course is computed by multiplying the number of weeks a course runs by the number of meetings a week; and a term or quarter is interpreted to mean 12 weeks, a semester 18 weeks, and a year 36 weeks.

APPENDIX—Continued

	Number of Hours In- struction in the Principles	Total Number of Hours Instruction in Economics	Number of Students in the Elementary Course	Year in Which Ad- mitted to Economics Courses	Are There Any Pre- requisites for Admis- sion to the Principles?	Are Any Courses Advised for Admission to the Principles?	Is the Elementary Course Required for Admission to the Other Courses?	Is Economics Required for Graduation?	Does Economics Take the Full Time of at Least One Man?
DISTRICT OF COLUMBIA—									
Catholic Univ. of America.	108	252	4	3	No	No	Yes	No	...
*Georgetown Univ.....	48	48	18	4	Yes	No	No	Yes	...
George Washington Univ.	54	792	60	1	No	No	No	No	Yes
*Howard Univ.....	72	72	34	3	No	Yes	...	No	No
Trinity College.....	...	...	25	4	No	No	...	No	No
FLORIDA—									
‡Florida State Coll. for Women.....	54	108	12	3	No	Yes	Yes	Yes	No
John B. Stetson Univ.....	30	120	...	...	...	...	...	...	...
‡Rollins College.....	54	108	...	...	...	...	...	...	...
Univ. of Florida.....	108	378	11	3	No	No	Yes	Yes	No
GEORGIA—									
*Agnes Scott College.....	72	72	...	...	...	...	...	...	...
*Atlanta Baptist College...	144	144	...	3	No	Yes	...	Yes	No
Atlanta Univ.....	72	144	10	3	No	No	...	Yes	No
*Bessie Tift College.....	54	54	...	...	...	...	...	...	...
*Brenau College.....	24	24	...	...	...	...	...	...	...
Emory College.....	54	270	42	2	Yes	No	Yes	Yes	No
*La Grange College.....	72	72	10	3	No	Yes	...	No	No
‡Mercer Univ.....	36	72	...	...	...	...	...	...	...
North Georgia Agric. Coll.	72	?	10	3	Yes	Yes	No	Yes	No
*Spellman Seminary.....	72	72	...	...	...	...	...	...	...
Univ. of Georgia.....	72	144	...	...	...	...	...	...	...
*Wesleyan Female College.	54	54	12	3	Yes	Yes	...	No	No
IDAHO—									
Univ. of Idaho.....	36	108	...	...	...	...	...	...	...
ILLINOIS—									
*Armour Inst. of Technol- ogy.....	72	72	101	3	Yes	No	...	Yes	No
*Augustana College.....	72	72	10	4	No	Yes	...	No	No
‡Blackburn College.....	72	108	...	3	Yes	...	...	Yes	No
*Carthage College.....	54	54	14	4	No	Yes	...	Yes	No
‡Eureka College.....	36	72	24	3	No	No	Yes	Yes	No
*Ewing College.....	108	108	...	...	...	...	...	...	...
Greenville College.....	54	288	21	3	No	Yes	Yes	Yes	No
*Hedding College.....	144	144	25	1	No	No	...	Yes	No
Illinois College.....	54	120	...	...	...	...	...	...	...
Illinois Wesleyan Univ....	36	204	24	3	No	...	No	No	No
James Millikin Univ.....	108	720	19	2	No	No	Yes	Yes	Yes
Knox College.....	72	252	57	1	No	No	Yes	No	No
Lake Forest College.....	108	288	35	2	No	No	...	No	No
Lewis Institute.....	60	180	24	2	No	Yes	...	Yes	No
*Lincoln College.....	54	54	...	4	Yes	Yes	...	Yes	No
Lombard College.....	108	216	21	2	No	Yes	Yes	Yes	No
Monmouth College.....	72	342	...	...	...	...	...	...	...
Northwestern College.....	76	130	...	3	No	No	...	Yes	No

APPENDIX—Continued

	Number of Hours In- struction in the Principles	Total Number of Hours Instruction in Economics	Number of Students in the Elementary Course	Year in Which Ad- mitted to Economics Courses	Are There Any Pre- requisites for Admis- sion to the Principles?	Are Any Courses Advised for Admission to the Principles?	Is the Elementary Course Required for Admission to the Other Courses?	Is Economics Required for Graduation?	Does Economics Take the Full Time of at Least One Man?
ILLINOIS (Continued)—									
Northwestern Univ.....	108	1,188	101	2	No	No	Yes	No	Yes
Rockford College.....	54	216	9	1	Yes	No	Yes	No	No
Shurtleff College.....	120	300	21	2	No	Yes	Yes	Yes	No
Univ. of Chicago.....	120	2,670	225	2	No	Yes	Yes	Yes	Yes
Univ. of Illinois.....	90	1,890	128	2	No	Yes	Yes	Yes	Yes
† Westfield College.....	54	126	3	3	No	No	Yes	Yes	No
*Wheaton College.....	72	72	12	4	Yes	Yes	...	No	No
INDIANA—									
Butler College.....	60	540	15	2	No	Yes	Yes	No	...
De Pauw Univ.....	48	180	25	1	No	Yes	...	No	No
Earlham College.....	60	180	13	3	No	No	Yes	No	No
*Franklin College.....	60	60	18	3	No	Yes	...	No	No
† Hanover College.....	48	96	25	3	Yes	Yes	Yes	Yes	No
Indiana Univ.....	72	780	130	2	No	Yes	Yes	No	Yes
*Moore's Hill College.....	48	48	5	3	No	Yes	...	Yes	No
Purdue Univ.....	54	324	265	4	No	No	No	Yes	No
Univ. of Notre Dame.....	72	360	50	1	Yes	No	No	Yes	No
Wabash College.....	144	300	...	..	...	...	...	...	...
IOWA—									
*Amity College.....	36	36	...	..	...	...	...	...	...
Buena Vista College.....	54	108	9	3	Yes	Yes	Yes	No	No
Central Univ. of Iowa....	54	?	9	4	No	Yes	...	Yes	No
*Charles City College....	54	54	...	..	...	...	...	...	...
Coe College.....	108	108	...	3	No	No	Yes	No	No
Cornell College.....	54	342	30	1	No	No	Yes	No	No
*Des Moines College.....	54	54	20	2	No	No	...	No	No
Drake Univ.....	54	252	...	..	...	...	...	...	...
*Graceland College.....	60	60	...	2	No	No	...	Yes	No
Grinnell College.....	108	540	35	2	No	No	Yes	No	Yes
Iowa State Coll. of Agric. and Mechanical Arts...	90	612	87	2	No	No	Yes	Yes	Yes
Iowa Wesleyan Univ.....	54	270	...	..	...	...	...	...	...
Lenox College.....	108	180	9	2	No	Yes	No	Yes	No
Morningside College.....	72	324	52	1	No	No	Yes	Yes	No
*Parsons College.....	54	54	13	4	No	Yes	..	No	No
*Penn College.....	108	108	15	3	No	Yes	...	No	No
*St. Joseph's College.....	72	72	...	..	...	...	...	...	...
† Simpson College.....	108	180	45	2	No	Yes	Yes	No	No
State Univ. of Iowa.....	54	1,044	96	1	No	No	Yes	No	Yes
Tabor College.....	48	288	...	1	No	No	No	No	No
Upper Iowa Univ.....	72	360	55	2	Yes	No	Yes	Yes	No
KANSAS—									
*Baker Univ.....	54	54	40	3	No	Yes	...	No	No
*Bethany College.....	90	90	...	..	...	...	...	...	...
*College of Emporia.....	54	54	52	3	Yes	No	...	Yes	No
Fairmount College.....	54	90	...	..	...	...	...	...	...

APPENDIX—Continued

	Number of Hours Instruction in the Principles	Total Number of Hours Instruction in Economics	Number of Students in the Elementary Course	Year in Which Ad- mitted to Economics Courses	Are There Any Pre- requisites for Admis- sion to the Principles?	Are Any Courses Advised, for Admission to the Principles?	Is the Elementary Course Required for Admission to the Other Courses?	Is Economics Required for Graduation?	Does Economics Take the Full Time of at Least One Man?
KANSAS (Continued)—									
Highland Univ.....	108	?	15	3	Yes	Yes	...	Yes	No
Kansas State Agric. Coll. . .	48	192	141	4	Yes	No	Yes	Yes	No
Kansas Wesleyan Univ. . .	54	108	...	..	...	...	...	...	...
*Ottawa Univ.....	54	54	35	2	No	Yes	...	Yes	No
*St. Mary's College.	36	36	...	..	...	...	...	...	...
*Southwest Kansas College	54	54	12	3	Yes	No	...	No	No
Univ. of Kansas.	108	1,098	320	1	No	No	Yes	No	Yes
Washburn College.	72	216	28	3	No	No	Yes	No	No
KENTUCKY—									
Central Univ. of Ky.	72	216	17	4	Yes	No	...	Yes	No
*Kentucky Military Inst. . .	90	90	4	4	Yes	No	...	Yes	No
*Kentucky Wesleyan Coll. .	72	72	...	..	...	...	...	...	...
State Univ.	36	72	30	2	No	Yes	Yes	Yes	No
*Transylvania Univ.	72	72	...	..	...	...	...	...	...
*Union College.	90	90	...	..	...	...	...	...	...
LOUISIANA—									
*Leland Univ.	90	90	...	3	...	...	...	...	No
Louisiana State Univ. and Agric. and Mech. Coll. . .	54	864	79	2	No	No	Yes	Yes	...
Tulane Univ. of La.	108	432	...	..	...	...	...	...	...
MAINE—									
†Bates College.	36	108	40	3	No	No	...	No	No
Bowdoin College.	54	270	104	2	No	...	Yes	...	No
†Colby College.	54	108	...	..	...	...	...	...	...
*Maine Wesleyan Seminary	60	60	...	..	...	...	...	...	...
Univ. of Maine.	36	270	90	2	Yes	Yes	...	Yes	No
*Westbrook Seminary. . . .	90	90	...	..	...	...	...	...	...
MARYLAND—									
*Goucher Coll. of Baltimore	128	128	52	2	No	Yes	...	No	No
Johns Hopkins Univ.	108	702	30	2	No	No	Yes	Yes	Yes
*Loyola College.	72	72	...	..	...	...	...	...	...
†St. John's College.	72	144	...	..	...	...	...	...	...
Washington College.	54	162	...	3	Yes	No	Yes	Yes	No
†Western Maryland Coll. . .	108	162	25	3	Yes	No	...	Yes	No
*Woman's Coll. (Frederick)	36	36	...	..	...	...	...	...	...
MASSACHUSETTS—									
Amherst College.	54	594	111	3	No	Yes	Yes	No	Yes
Boston Univ.	36	288	...	..	...	...	...	...	...
Clark Univ.	108	360	25	2	No	Yes	Yes	No	...
†Coll. of the Holy Cross. . .	36	72	...	..	...	...	...	...	...
Harvard Univ.	108	3,744	503	1	No	Yes	Yes	No	Yes
Mass. Agric. College.	54	?	51	2	No	No	Yes	Yes	No
Mass. Inst. of Technology.	54	342	270	3	Yes	...	Yes	Yes	Yes
Mount Holyoke College. . .	108	360	43	2	No	No	Yes	No	...
Radcliffe College (see Harvard) . . . . .	...	...	...	..	...	...	...	...	...

APPENDIX—Continued

	Number of Hours Instruction in the Principles	Total Number of Hours of Instruction in Economics	Number of Students in the Elementary Course	Year in Which Ad- mitted to Economics Courses	Are There Any Pre- requisites for Admis- sion to the Principles?	Are Any Courses Advised for Admission to the Principles?	Is the Elementary Course Required for Admission to the Other Courses?	Is Economics Required for Graduation?	Does Economics Take the Full Time of at Least One Man?
MASSACHUSETTS (Continued)									
Simmons College.....	54	378	80	3	No	Yes	Yes	Yes	No
Smith College.....	54	252	71	3	No	No	Yes	No	No
Tufts College.....	108	648	33	1	No	No	Yes	No	Yes
Wellesley College.....	72	810	70	2	No	No	Yes	No	Yes
Williams College.....	108	324	89	3	No	Yes	Yes	No	Yes
Worcester Polytechnic Institute.....	54	72	105	3	No	No	Yes	Yes	No
MICHIGAN—									
*Adrian College.....	90	90	...	..	...	...	...	...	...
Albion College.....	72	360	30	2	No	No	Yes	No	Yes
Alma College.....	54	162	18	2	No	No	Yes	Yes	No
*Hillsdale College.....	72	72	38	3	No	No	...	No	No
*Hope College.....	60	60	20	1	Yes	No	...	Yes	No
Michigan Agric. College ..	60	276	83	3	No	No	Yes	No	No
Olivet College.....	72	576	26	2	No	Yes	Yes	Yes	...
Univ. of Michigan.....	90	1,620	190	2	No	No	Yes	No	Yes
MINNESOTA—									
*Albert Lea College for Women.....	54	54	3	2	No	No	...	Yes	No
Carleton College.....	72	288	42	2	No	No	Yes	No	No
†Gustavus Adolphus Coll...	48	108	...	..	...	...	...	...	...
Hamline Univ.....	84	300	44	2	No	No	Yes	No	No
*Macalester College.....	72	144	56	2	Yes	Yes	...	Yes	No
*Parker College.....	54	54	15	2	No	Yes	...	No	No
St. Olaf College.....	72	144	35	3	No	No	...	No	No
Univ. of Minnesota.....	54	2,268	392	2	No	Yes	Yes	No	Yes
MISSISSIPPI—									
Meridian Male College...	27	?	44	3	No	No	...	Yes	No
*Millsaps College.....	72	72	32	3	Yes	Yes	...	Yes	No
*Mississippi College.....	72	72	...	..	...	...	...	...	...
Mississippi Indust. Inst....	108	216	25	3	Yes	Yes	Yes	Yes	No
Univ. of Mississippi.....	72	216	...	..	...	...	...	...	...
MISSOURI—									
*Central College.....	108	108	14	3	No	Yes	...	No	No
Central Wesleyan Coll....	54	90	11	3	Yes	...	...	Yes	No
*Christian Brothers Coll...	36	36	...	..	...	...	...	...	...
Christian Univ.....	48	192	...	3	No	No	No	Yes	No
Drury College.....	72	144	...	..	...	...	...	...	...
*La Grange College.....	60	60	12	2	No	No	...	Yes	No
Lindenwood College for Women.....	108	?	14	2	No	Yes	Yes	No	No
Missouri Valley College...	48	96	...	..	...	...	...	...	...
Missouri Wesleyan Coll....	48	84	15	2	No	No	Yes	Yes	No
Morrisville College.....	108	?	12	3	No	No	Yes	Yes	No
*Park College.....	72	72	42	2	No	No	...	Yes	No
*Pritchett College.....	120	120	...	..	...	...	...	...	...

APPENDIX—*Continued*

	Number of Hours In- struction in the Principles	Total Number of Hours Instruction in Economics	Number of Students in the Elementary Course	Year in Which Ad- mitted to Economics Courses	Are There Any Pre- requisites for Admis- sion to the Principles?	Are Any Courses <i>Advised</i> for Admission to the Principles?	Is the Elementary Course Required for Admission to the Other Courses?	Is Economics Required for Graduation?	Does Economics Take the Full Time of at Least One Man?
MISSOURI (Continued)—									
*Tarkio College.....	144	144	...	..	...	...	...	...	...
Univ. of Missouri.....	90	936	411	2	No	Yes	Yes	Yes	Yes
Washington University...	108	486	55	2	No	No	Yes	Yes	Yes
†Westminster College.....	54	108	...	..	...	...	...	...	...
†William Jewell College....	60	95	83	3	No	No	Yes	Yes	No
MONTANA—									
Univ. of Montana.....	54	432	26	2	No	Yes	Yes	No	...
NEBRASKA—									
*Bellevue College.....	108	108	23	3	No	Yes	...	Yes	No
†Cotner Univ.....	72	108	...	1	Yes	...	...	...	No
†Doane College.....	72	162	18	3	No	...	...	...	No
Grand Island College.....	72	324	6	4	No	Yes	...	...	No
*Hastings College.....	54	54	5	4	No	No	...	Yes	No
Nebraska Wesleyan Univ....	...	36	...	..	...	...	...	...	...
Univ. of Nebraska.....	54	1,710	81	1	No	Yes	Yes	No	Yes
†York College.....	48	96	7	4	No	No	...	Yes	No
NEVADA—									
Univ. of Nevada.....	108	216	...	..	...	...	...	...	...
NEW HAMPSHIRE—									
Dartmouth College.....	108	1,266	453	3	Yes	...	Yes	No	Yes
New Hampshire Coll. of Agric. and Mech. Arts...	54	?	50	2	No	No	Yes	Yes	No
NEW JERSEY—									
College of St. Elizabeth...	36	108	...	..	...	...	...	...	...
Princeton Univ.....	54	756	190	3	Yes	No	Yes	No	Yes
†Rutgers College.....	54	126	...	..	...	...	...	...	...
Seton Hall College.....	18	54	...	..	...	...	...	...	...
*Stevens Institute of Tech- nology.....	72	72	...	3	No	No	...	Yes	No
NEW MEXICO—									
*College of New Mexico... Agric. and Mech. Arts..	120	120	15	3	No	No	...	Yes	No
NEW YORK—									
Adelphi College.....	54	216	77	3	Yes	...	Yes	Yes	No
Alfred Univ.....	54	144	11	3	No	No	Yes	No	No
Barnard College.....	108	288	125	3	No	Yes	Yes	Yes	Yes
Clarkson School of Tech...	36	108	16	2	No	Yes	Yes	Yes	No
Colgate Univ.....	90	234	13	3	No	Yes	Yes	No	No
College of St. Angela.....	72	360	...	..	...	...	...	...	...
*College of St. Xavier.....	72	72	...	..	...	...	...	...	...
†College of the City of N.Y.....	128	200	277	3	No	No	Yes	Yes	Yes
Columbia Univ.....	108	864	395	3	Yes	...	Yes	No	Yes
Cornell Univ.....	108	1,026	788	2	No	No	Yes	Yes	Yes
Elmira College.....	72	126	30	2	No	...	Yes	No	No
*Fordham Univ.....	72	72	...	..	...	...	...	...	...

APPENDIX—Continued

	Number of Hours In- struction in the Principles	Total Number of Hours Instruction in Economics	Number of Students in the Elementary Course	Year in Which Ad- mitted to Economics Courses	Are There Any Pre- requisites for Admis- sion to the Principles?	Are Any Courses Advised for Admission to the Principles?	Is the Elementary Course Required for Admission to the Other Courses?	Is Economics Required for Graduation?	Does Economics Take the Full Time of at Least One Man?
NEW YORK (Continued)									
Hamilton College.....	36	108	40	3	No	Yes	Yes	Yes	No
†Hobart College.....	54	108	9	3	No	Yes	Yes	Yes	No
*Keuka College.....	36	36	7	3	Yes	...	...	Yes	No
Manhattan College.....	36	108	...	...	...	...	...	...	...
N.Y. Univ.....	54	1,506	...	...	...	...	...	...	...
*Packer College.....	108	108	...	...	...	...	...	...	...
†Polytechnic Institute of Brooklyn.....	36	108	32	3	No	No	Yes	Yes	No
*St. Lawrence Univ.....	54	54	...	...	...	...	...	...	...
*St. Stephen's College.....	54	54	...	...	...	...	...	...	...
Syracuse Univ.....	54	756	80	2	No	Yes	Yes	No	Yes
*Union Univ.....	36	36	56	4	No	No	...	Yes	No
Univ. of Rochester.....	60	300	80	3	No	No	Yes	Yes	No
Vassar College.....	108	396	197	2	No	No	Yes	No	Yes
Wells College.....	54	288	5	2	Yes	No	Yes	No	No
NORTH CAROLINA—									
*Catawba College.....	144	144	10	3	No	No	...	Yes	No
*Davidson College.....	54	54	...	...	...	...	...	...	...
*Elon College.....	108	108	...	...	...	...	...	...	...
*Guilford College.....	54	54	24	3	No	Yes	...	No	No
*N.C. Coll. of Agric. and Mech. Arts.....	36	36	64	3	No	No	...	Yes	No
*Shaw Univ.....	90	90	14	1	No	No	...	Yes	No
Trinity College.....	108	432	...	...	...	...	...	...	...
Univ. of N.C.....	108	432	95	3	No	No	Yes	No	Yes
*Wake Forest College.....	108	180	...	1	No	Yes	Yes	No	No
NORTH DAKOTA—									
Fargo College.....	54	90	5	2	No	Yes	Yes	No	No
Univ. of North Dakota...	72	1,044	80	1	No	No	Yes	No	Yes
OHIO—									
Antioch College.....	48	288	...	...	...	...	...	...	...
†Baldwin Univ.....	60	120	34	4	Yes	...	...	Yes	No
†Buchtel College.....	54	90	...	...	...	...	...	...	...
*Case School of Applied Science.....	36	36	94	4	No	No	...	Yes	No
Cedarville College.....	54	432	3	2	No	No	No	Yes	No
Defiance College.....	96	?	12	3	No	No	...	Yes	No
*Denison Univ.....	72	72	...	...	...	...	...	...	...
*Findlay College.....	144	144	16	1	No	...	...	Yes	No
Franklin College.....	60	?	...	3	No	No	No	Yes	No
Heidelberg Univ.....	54	162	18	3	No	No	Yes	Yes	No
Hiram College.....	96	240	18	2	No	No	Yes	No	No
Kenyon College.....	54	324	17	2	No	...	Yes	No	Yes
*Lake Erie College.....	54	54	12	3	No	No	...	No	No
†Marietta College.....	108	216	37	2	No	No	No	No	No
Miami Univ.....	108	540	62	2	No	Yes	Yes	No	Yes

APPENDIX—Continued

	Number of Hours Instruction in the Principles	Total Number of Hours Instruction in Economics	Number of Students in the Elementary Course	Year in Which Admitted to Economics Courses	Are There Any Prerequisites for Admission to the Principles?	Are Any Courses Advised for Admission to the Principles?	Is the Elementary Course Required for Admission to the Other Courses?	Is Economics Required for Graduation?	Does Economics Take the Full Time of at Least One Man?
OHIO (Continued)—									
*Mount Union College.....	72	72	16	3	Yes	No	...	Yes	No
Muskingum College.....	36	168	20	3	No	No	...	Yes	No
Oberlin College.....	108	936	204	2	No	Yes	Yes	No	Yes
*Ohio Northern Univ.....	180	180	...	...	...	...	...	...	...
Ohio State Univ.....	108	1,824	144	2	No	Yes	Yes	No	Yes
Ohio Univ.....	72	144	...	1	No	No	...	Yes	No
Ohio Wesleyan Univ.....	60	432	53	2	No	Yes	Yes	No	Yes
†Otterbein Univ.....	72	144	20	3	No	No	Yes	Yes	No
Scio College.....	36	72	12	4	No	No	Yes	Yes	No
Univ. of Cincinnati.....	72	396	52	1	No	No	Yes	No	Yes
*Univ. of Wooster.....	36	36	31	4	Yes	No	...	Yes	No
*Western Coll. for Women.	54	54	9	3	Yes	No	...	No	No
Western Reserve Univ....	54	378	109	2	No	No	Yes	No	Yes
*Wilberforce Univ.....	54	54	...	...	...	...	...	...	...
OKLAHOMA—									
Henry Kendall College...	72	180	4	3	No	Yes	Yes	Yes	No
Kingfisher College.....	72	?	14	3	No	No	Yes	Yes	No
Oklahoma Agric. and Mech. Coll.....	48	144	20	3	No	No	Yes	Yes	No
Univ. of Oklahoma.....	54	630	33	1	No	No	Yes	Yes	No
OREGON—									
†Albany College.....	72	108	7	3	No	No	Yes	Yes	No
Columbia University.....	144	432	...	...	...	...	...	...	...
Dallas College.....	90	90	...	...	...	...	...	...	...
*McMinnville College.....	36	36	...	3	No	Yes	...	Yes	No
Pacific College.....	72	240	8	1	No	No	Yes	No	No
†Pacific Univ.....	108	144	...	...	...	...	...	...	...
*Philomath College.....	60	60	4	3	Yes	...	...	No	No
†Willamette Univ.....	54	108	15	3	Yes	No	Yes	Yes	No
Univ. of Oregon.....	...	...	50	1	No	Yes	Yes	No	No
PENNSYLVANIA—									
*Allbright College.....	72	72	20	3	No	No	...	Yes	No
Allegheny College.....	54	180	47	3	No	Yes	No	No	No
*Allentown Coll. for Women	72	72	6	4	No	No	...	No	No
*Beaver College.....	54	54	...	...	...	...	...	...	...
Bryn Mawr College.....	90	684	67	1	No	...	Yes	No	Yes
College of St. Thomas....	36	108	...	...	...	...	...	...	...
*Dickinson College.....	108	108	108	3	No	No	...	No	No
Franklin and Marshall College.....	72	144	...	...	...	...	...	...	...
Grove City College.....	36	108	39	3	No	No	...	No	No
Haverford College.....	72	360	25	3	Yes	Yes	Yes	Yes	Yes
Juniata College.....	54	108	...	...	...	...	...	...	...
*Lafayette College.....	48	48	78	4	Yes	...	...	Yes	No
Lebanon Valley College...	54	108	21	3	No	Yes	Yes	Yes	No
Lehigh Univ.....	36	558	...	3	No	No	...	Yes	No

APPENDIX—Continued

	Number of Hours Instruction in the Principles	Total Number of Hours Instruction in Eco- nomics	Number of Students in the Elementary Course	Year in Which Ad- mitted to Economics Courses	Are There Any Pre- requisites for Admis- sion to the Principles?	Are Any Courses Advised for Admission to the Principles?	Is the Elementary Course Required for Admission to the Other Courses?	Is Economics Required for Graduation?	Does Economics Take the Full Time of at Least One Man?
PENNSYLVANIA (Continued)									
*Lincoln Univ.....	54	54	32	3	No	No	...	No	No
Muhlenberg College.....	24	48	29	3	No	No	Yes	Yes	No
Pennsylvania College.....	36	48	51	4	No	No	...	Yes	No
‡Pennsylvania College for Women.....	36	72	19	3	No	No	...	No	No
Pennsylvania State Coll...	72	432	193	3	Yes	Yes	Yes	Yes	...
‡Susquehanna Univ.....	48	72	12	4	No	No	No	Yes	No
Swarthmore College.....	54	612	26	1	No	Yes	Yes	Yes	...
*Temple Univ.....	36	36	...	...	...	...	...	...	...
*Thiel College.....	54	54	...	...	...	...	...	...	...
Univ. of Pennsylvania.....	72	3,474	230	1	No	No	Yes	Yes	Yes
Univ. of Pittsburgh.....	72	1,152	78	1	No	No	Yes	Yes	Yes
Ursinus College.....	108	252	12	3	No	No	Yes	Yes	No
*Washington and Jefferson College.....	54	54	59	4	No	No	...	Yes	No
Washington College.....	72	?	16	3	Yes	Yes	Yes	Yes	No
*Waynesburg College.....	72	72	20	3	No	No	...	Yes	No
*Westminster College.....	72	72	...	...	...	...	...	...	...
RHODE ISLAND—									
Brown Univ.....	36	792	175	2	Yes	...	Yes	Yes	Yes
SOUTH CAROLINA—									
*Claflin Univ.....	108	108	...	...	...	...	...	...	...
*College for Women.....	36	36	...	4	...	...	...	Yes	No
*College of Charleston.....	72	72	...	...	...	...	...	...	...
*Columbia College.....	108	108	19	4	No	...	...	Yes	No
‡Converse College.....	108	162	...	...	...	...	...	...	...
*Erskine College.....	45	45	...	...	...	...	...	...	...
*Furman Univ.....	24	24	...	...	...	...	...	...	...
*The Citadel.....	48	?	31	4	No	No	...	Yes	No
*Wofford College.....	108	108	45	3	No	No	...	No	No
SOUTH DAKOTA—									
Dakota Wesleyan Univ. ...	72	1,224	20	2	No	Yes	Yes	No	...
Huron College.....	72	234	12	3	No	...	Yes	Yes	No
*Sioux Falls College.....	72	72	...	...	...	...	...	...	...
*S.D. Agricultural Coll....	54	54	27	4	No	No	...	Yes	No
Univ. of S.D.....	54	810	32	2	No	Yes	Yes	No	Yes
Yankton College.....	72	504	...	...	...	...	...	...	...
TENNESSEE—									
*Boscobel College.....	54	54	...	...	...	...	...	...	...
*Cumberland Univ.....	54	54	14	3	No	...	...	Yes	No
*Fisk Univ.....	90	90	...	...	...	...	...	...	...
*Knoxville College.....	36	36	...	4	...	...	...	No	No
*Martin Female College...	36	36	...	...	...	...	...	...	...
Peabody College.....	60	240	...	...	...	...	...	...	...
*Union Univ.....	72	72	...	...	...	...	...	...	...
Univ. of Chattanooga.....	54	360	...	...	...	...	...	...	...

APPENDIX—Continued

	Number of Hours Instruction in the Principles	Total Number of Hours Instruction in Economics	Number of Students in the Elementary Course	Year in Which Admitted to Economics Courses	Are There Any Pre-requisites for Admission to the Principles?	Are Any Courses Advised for Admission to the Principles?	Is the Elementary Course Required for Admission to the Other Courses?	Is Economics Required for Graduation?	Does Economics Take the Full Time of at Least One Man?
TENNESSEE (Continued)—									
Univ. of Nashville.....	60	240	...	..	...	...	...	...	...
*Univ. of the South.....	108	108	22	2	Yes	No	...	Yes	No
Univ. of Tenn.....	54	162	...	3	...	...	...	No	No
Vanderbilt Univ.....	54	340	...	..	...	...	...	...	...
*Walden Univ.....	108	108	3	4	No	Yes	...	Yes	No
*Washington and Tusculum College.....	72	72	...	..	...	...	...	...	...
TEXAS—									
*Asgard College.....	58	58	...	..	Yes	No	...	Yes	No
*Austin College.....	48	48	...	4	...	...	...	Yes	No
Baylor Univ.....	60	240	...	..	...	...	...	...	...
*Polytechnic College.....	108	108	11	3	Yes	Yes	...	No	No
Texas Christian Univ.....	72	120	...	..	...	...	...	...	...
*Trinity Univ.....	36	36	...	..	...	...	...	...	...
Univ. of Texas.....	108	432	90	2	No	No	Yes	Yes	Yes
Westminster College.....	54	?	10	3	No	No	...	Yes	No
*Wiley Univ.....	108	108	...	..	...	...	...	...	...
UTAH—									
Agric. Coll. of Utah.....	108	1,044	66	1	No	Yes	No	Yes	Yes
*Brigham Young College...	90	90	...	..	...	...	...	...	...
Univ. of Utah.....	72	432	45	1	No	Yes	Yes	No	No
VERMONT—									
†Middlebury College.....	54	108	...	..	...	...	...	...	...
Norwich Univ.....	36	72	...	..	...	...	...	...	...
Univ. of Vermont and State Agric. College....	108	810	...	3	No	Yes	Yes	Yes	Yes
VIRGINIA—									
*Bridgewater College.....	90	90	10	2	No	No	...	No	No
*College of William and Mary.....	36	36	...	..	...	...	...	...	...
*Emory and Henry Coll....	108	108	...	..	...	...	...	...	...
*Hampden-Sidney Coll.....	48	48	...	..	...	...	...	...	...
*Randolph-Macon Coll....	54	54	16	4	Yes	Yes	...	No	No
Randolph-Macon Woman's College.....	54	162	15	3	No	Yes	No	No	No
*Roanoke College (Salem) .	108	108	39	3	No	Yes	...	Yes	No
Univ. of Virginia.....	108	324	68	2	No	No	Yes	No	...
*Virginia Christian Coll....	24	24	...	..	...	...	...	...	...
Washington and Lee Univ.....	108	738	111	1	No	No	Yes	No	Yes
WASHINGTON—									
State Coll. of Washington	90	954	108	2	No	No	Yes	Yes	Yes
Univ. of Puget Sound....	72	420	...	2	Yes	Yes	Yes	Yes	No
Univ. of Washington.....	72	936	271	2	No	No	Yes	Yes	Yes
Whitman College.....	108	414	27	1	No	No	Yes	No	No
*Whitworth College.....	72	72	7	3	No	Yes	...	No	No

APPENDIX—*Concluded*

	Number of Hours Instruction in the Principles	Total Number of Hours Instruction in Economics	Number of Students in the Elementary Course	Year in Which Admitted to Economics Courses	Are There Any Prerequisites for Admission to the Principles?	Are Any Courses <i>Advised</i> for Admission to the Principles?	Is the Elementary Course Required for Admission to the Other Courses?	Is Economics Required for Graduation?	Does Economics Take the Full Time of at Least One Man?
WEST VIRGINIA—									
*Bethany College.....	90	90	...	..	...	...	...	...	...
*Davis and Elkins College..	36	36	2	4	No	No	...	Yes	No
W.Va. Univ.....	60	1,320	...	1	No	No	Yes	No	...
W.Va. Wesleyan College..	36	252	...	..	...	...	...	...	...
WISCONSIN—									
Beloit College.....	54	414	100	2	No	Yes	Yes	No	No
†Carroll College.....	144	288	...	..	...	...	...	...	...
Lawrence College.....	36	36	41	1	No	Yes	No	No	No
Marquette College.....	72	?	70	1	No	No	No	Yes	Yes
*Milton College.....	54	54	...	..	...	...	...	...	...
Milwaukee-Downer Coll..	72	144	18	3	No	No	No	No	No
Ripon College.....	72	360	...	..	...	...	...	...	...
Univ. of Wis.....	72	1,872	345	2	No	No	Yes	No	Yes
WYOMING—									
Univ. of Wyoming.....	54	234	20	2	Yes	Yes	Yes	No	No